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THE ELEMENTARY SCHOOL JOURNAL

Continuing "The Elementary School Teacher"

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THE CLEVELAND ARITHMETIC TESTS

The demand for the Cleveland Arithmetic Tests continues to be so active that it has seemed wise to provide for better sources of supply than have existed in the past. In the future orders will be referred to S. A. Courtis, 82 Eliot Street, Detroit, Michigan, or to the Bureau of Educational Research of the University of Illinois, Urbana, Illinois, B. R. Buckingham, Director. Both of these distributing centers will supply scoring blanks as well as the test blanks, and both will carry on the comparison of new results with the results which have been standardized in the surveys in which the test has been used.

The *Elementary School Journal* is published monthly from September to June by the University of Chicago. It is edited and managed by the Department of Education as one of a series of educational publications. The series including also *The School Review* and the *Supplementary Educational Monographs* is under a joint editorial committee and covers the whole field of educational interests.

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The history of the Cleveland test is unique in many respects. It is the first test which was worked out on the spiral plan, and it has proved itself most useful in diagnosing the arithmetic teaching of school systems. It was formulated at a conference of the Cleveland Survey staff in which Mr. Courtis participated. It was worked out in its details by Mr. Counts and Mr. Courtis. Mr. Counts afterward prepared an elaborate monograph on the results obtained through the use of the test.

After it had been employed in Cleveland it was modified somewhat as indicated in the following statement which has been sent out for some time past with orders:

The Arithmetic Tests as now supplied differ somewhat from the form in which they were used in Cleveland. Set K was too easy in the Cleveland tests and has been made somewhat more difficult. Set L, which was longer than necessary, has been opened up so that there are not so many examples on the present sheet. Set O has also been changed so that the examples are a little farther apart. Otherwise the tests are the same as those used in Cleveland. The only change which prevents a direct comparison of results with the Cleveland results is in Set K. Grand Rapids and St. Louis used the tests in their present form. The results from these cities appear in the survey reports.

The test has never been copyrighted, and anyone who wants to use it has been cordially welcome to it. It is one of the most impersonal devices of the whole collection which the measuring movement in education has brought forth. It is a matter of especial gratification to all who have been in any way associated with it to note its increasing popularity as a diagnostic test.

The Department of Education of the University of Chicago has tried in the past to fill orders, but dealings in this and other tests have become so onerous that it seems wise to turn over as much of the distributing as possible to those agencies which are primarily concerned in publishing tests and assembling results.

CLASS DISTINCTION IN AMERICAN SCHOOLS

At the last meeting of the Western Association for Vocational Education there came to light a very amusing example of agreement between extremists. Professor Snedden, who is widely known as an opponent of the classics, and Professor West, who ably represents the classical type of training, agreed that there ought to be two different schools, one for the laborer and one for the learned. The arguments on the two sides did not sound very much alike until one arrived at the climax. Professor Snedden with his usual vigor advocated the most drastic treatment of any citizen who does not have a vocational training. The unfortunate whom society has neglected in this respect is to be dealt with in no uncertain terms. The mildest treatment suggested was incarceration. Professor West, on the other hand, spent his period on the program showing that it is not particular or practical training that citizens need but broad, general training. By these two different routes we are led to the dual system.

Is it not time for us to recognize the fact that extremes so far apart as these make for disruption of the school system? There is no place in American education for the classical type of education nor for a narrow trade training which in recent years has been so vigorously advocated. Our duty in this country is to evolve an education which gives a broad modern training to all classes.

Once more one comes back to the Fisher bill of England with a feeling that there is great wisdom in the view there taken of education. Continuation schools in England teach boys and girls history and science and mathematics, not mere trade. At the same time the Fisher bill gives the educational authorities control over child labor, recognizing the fact that work is one of the best devices for training individuals and that labor is a necessary part of any democratic social scheme.

THE KINDERGARTEN

The editors of this *Journal* have received several protests against the suggestion of Professor Burriss to change the name of the kindergarten. These fall into two groups. Some of them are what might be called conservative and upbraid Professor Burriss for suggesting a change. The others are radical and call on him to go farther and make more vigorous changes. There is a certain emotional fervor about it all that is very impressive. Evidently this discussion of a name touches fundamental likes and dislikes.

While the discussion of a name engages some, others are busy with reorganization of the institution itself. A document has come to hand signed by Dr. Hailman of Pasadena, California, and indicating that he is chairman of the Kindergarten-Primary Council of the West. It bears the promising title, "Report on Phases of the Kindergarten-Primary Movement in the United States."

Paragraphs from this document which indicate that an important reform is gaining momentum are as follows:

In order to gain a more definite survey as to the extent to which the movement for the reconstruction of the kindergarten and the primary grades on the basis indicated was a felt need in the schools of our country, the Kindergarten-Primary Council of the West addressed a questionnaire to seventy-five typical normal schools and city schools in the United States. From 41 to 51 answers to the several questions were received.

Question 1—"To what extent are normal students in kindergarten courses familiarized with primary methods?"—brought 46 replies. Of these, 50 per cent state that it is done to a great extent; 20 per cent, to a small extent; 30 per cent, to no extent. The majority of normal schools report courses for kindergarten students in primary methods and practice in primary grades. The normal school at Albany, New York, states that only teachers licensed for elementary schools are admitted to the kindergarten class. Teachers College of New York, the Normal School of Providence, Rhode Island, the School of Childhood of the University of Pittsburgh, Pennsylvania, and the normal schools of Boston and of Bridgewater,

Massachusetts, give the same courses to prospective kindergartners and primary teachers. The University of Utah prepares kindergartners for the first two grades; the normal school of Worcester, Massachusetts, for the first three grades.

Question 2—"To what extent are normal students in primary courses familiarized with kindergarten methods?"—brought 51 replies. Of these, 50 per cent state that it is done to a great extent; 20 per cent, to some extent; 30 per cent, to no extent. The majority of normal schools report regular or elective courses in kindergarten work and observation of kindergarten work. The University of Utah states that those preparing for first or second grades are required by the State Board of Education to take a course in kindergarten-primary work.

COMMERCIAL GEOGRAPHY

The Chamber of Commerce of Omaha has begun the publication of a series of pamphlets on the industries of Nebraska. The first is on the "Live Stock Industry in Nebraska." It is an illustrated pamphlet of twelve pages, full of information and altogether readable. The pamphlet is accompanied by a letter which we are very glad to publish.

To the Editor:

We inclose the first of a series of educational pamphlets we will issue on the industries of Nebraska for use in commercial geography classes. We should be very glad to have you call the attention of your readers to the fact that this pamphlet is ready for distribution.

The second pamphlet will be on "The Potash Industry in Nebraska," the third on "The Grain Industry in Nebraska," the fourth on "The Sugar Beet Industry in Nebraska." Other titles will be announced later.

The example of Omaha in this matter ought to be brought to the attention of many cities. Supplementary reading in abundance would become easily accessible. Not only so, but it is sure to suggest itself to energetic teachers that the preparation of material of this kind would make first-rate composition projects for schools. School boards might ultimately be persuaded to enter into the spirit of the enterprise. Perhaps we shall in this way secure in every city and state local pamphlets

telling first of all the inhabitants themselves and then the rest of the world what ought to be known about the industries and social life of the community.

ALABAMA SURVEY

The state of Alabama is to have a state survey of education. The legislature has created a commission to organize the survey and employ experts. The two clauses which most fully describe the scope and purpose of the survey are as follows:

2. That the said commission is empowered to employ expert assistance in the several fields of public education in which the state is engaged and shall supply such clerical help and equipment as shall be necessary.

4. That said commission shall, in addition to other work specified by this act, direct special attention to the feasibility and advisability of consolidating any of the existing state educational institutions or departments thereof, of eliminating any institution or institutions, and of co-ordinating and unifying the work of any or all institutions under one board of management and control.

Alabama, like all the southern states, faces problems which are most difficult of solution. It is to be hoped that this commission will have the insight and courage to face those problems and to give to a southern community what has recently been given by surveys to several northern states, namely, a clear and impartial view of the educational needs of the state.

There is nothing but encouragement for the professional student of education in the fact that one section of the country after another is turning to carefully digested expert opinion as the basis of its educational policy. The time was when legislatures did not feel the need of commissions to help in framing school laws. School laws were at that time matters of log-rolling. The day of serious scientific study of school matters is advancing.

PROPOSED LEGISLATION FOR EXCEPTIONAL CHILDREN

The legislature of the state of Pennsylvania is considering a bill designed to improve the care and education of exceptional

children. The bill is important because it represents the experience of a state which for the last seven years has had a law which was supposed to cover the case, but did not, and also because some of the features of this new bill are likely to be incorporated into a nation-wide program by the Mental Hygiene Society.

The new bill will be better understood by reference to the passage in the Pennsylvania code of 1911 which dealt with the matter. The code provided that a defective child should be reported to the medical inspector and that provision should then be made for proper education. The mode of providing such education was not prescribed in the law, and no funds were made available. The result is that the law has served as little more than an expression of a pious hope that something might be done. Furthermore, no systematic method was laid out for finding the defectives.

The new bill is explicit on all these matters and also extends the range of application of the law so as to include exceptional pupils of all varieties. It is a model for legislation on this subject. The full text is as follows:

1413. It shall be the duty of every county superintendent and every district superintendent in this Commonwealth, in accordance with rules of procedure prescribed by the Superintendent of Public Instruction and the Commissioner of Health, with the approval of the State Board of Education, to secure information, on or before the first day of October of each year, as to every child in each district within the jurisdiction of said county or district superintendent, between the ages of eight (8) and sixteen (16) years, who, because of exceptional physical or mental condition, is gravely retarded in his or her school work, or is not being properly educated and trained, and as soon thereafter as possible to determine and report to the board of school directors of each district whether such child in said district is a fit subject for special education and training.

If any such child is reported to be a fit subject for special education and training, the board of school directors of the district shall provide for such child proper education and training in special classes of the public schools or

in special public schools: Provided, however, that if, in the opinion of the State Board of Education, it is not feasible to form a special class with a minimum attendance of ten children in any district, or if for any other reason it is not feasible to provide such education for any such child in the public schools of the district, the board of school directors of that district may secure such proper education and training outside the public schools of the district, on terms and conditions not inconsistent with the terms of this Act or of any other Act then in force applicable to such children.

School districts maintaining special classes in the public schools or special public schools, or providing special education as hereinbefore specified in this section, shall receive reimbursement as hereinafter provided, so long as such classes, such schools, and such special education are approved by the State Board of Education, as to location, constitution, and size of classes, conditions of admission and discharge of pupils, equipment, courses of study, methods of instruction, and qualifications of teachers.

The State Superintendent of Public Instruction may designate any member of his staff as an inspector of such classes.

On or before the first day of October of each year, the president and secretary of each board of school directors shall report to the proper county or district superintendent the amount expended by the district in the preceding school year, in the maintenance of such classes or such schools or in the provision of such special education outside the public schools of the district. On or before the first day of November of each year, the said county or district superintendent shall make to the Superintendent of Public Instruction, on blanks to be furnished by him, tabulated returns by districts of the amounts so expended in the maintenance of special classes or special schools within the school district or in the provision of special education outside the public schools of the district. The Superintendent of Public Instruction shall pay, on requisition of the Auditor General upon the State Treasurer, to each district an amount equal to one-half the total expense incurred by said district in the maintenance of such special classes and special public schools and in the provision of such special education outside the public schools of the district.

SCHOLARSHIP IN NORMAL SCHOOLS

The colleges are taken severely to task in the following editorial which is quoted from the *Utah Educational Review*:

ARISTOCRATIC EDUCATION

One of the institutions borrowed by America from Prussia in the first half of the last century was the *lehrer-seminar* or normal school for the preparation of teachers. In Prussia the gymnasium led to the university, but the *lehrer-seminar* led to the profession of teaching in the *volksschule*, or common schools, and it was practically impossible for the graduate of the *lehrer-seminar* ever to enter the university. He had previously come up through the *volksschule*, and there in turn he might teach, but he could never hope to secure a position in the aristocratic gymnasium. The children of the common people might be trained in the schools of the common people until they might teach common children, but the training received in preparation for teaching could not be considered worthy of recognition by the educational aristocracy.

The effect of this attitude of mind is still felt in America. An interesting report was recently made by a committee appointed by the National Council of Normal School Presidents and Principals. The report deals with the question of allowing credit in American colleges for work done in normal schools. Only holders of standard normal-school diplomas representing two full years of study after completing a four years' high-school course were considered. Of fifty-one colleges reporting, eighteen allowed the two years of credit without condition or question; ten allowed the two years of work providing the student registered in the college of education, but he could not enter the other schools of the university without loss of credit. There were nine schools that would give some credit, but every student's work must be looked into separately and individually. Advanced credit was extended only upon written examination in three colleges, and in three others credit was given, but the hours were always reduced. In three colleges credit was given for one or two years based upon the particular subjects pursued. One year was the maximum allowed by two of the institutions, and in some others credit was given only upon special recommendation by the normal school. One school reported that only one and one-half years would be allowed toward the A.B. degree, but the same work would count two years toward the A.M.

It would appear that in this reluctance of colleges to extend credit for normal-school work there is a survival of the old Prussian notion of intellectual aristocracy. Courses in psychology, science of education, school organization and management, and the special problems centering around the fact of individual differences furnish the bases for well-organized courses and present a rich field for research and constructive endeavor. But work

in this line, leading to the sacred work of making better men and women, is discounted, while dissertations on a particular type of bird nest or the alliterative use of the letter *p* in the writings of Piers Plowman will receive the solemn approval of the intellectual aristocrats.

This editorial touches one of the most fundamental problems in the educational system of the country. The present writer has had the duty for a decade of passing on the credentials of students entering the University of Chicago from various normal schools. He has again and again encountered the sharpest criticism from those to whom he refused credit, and the spirit of the criticism is clearly exhibited in the Utah editorial.

Let us consider a case. A candidate presents to a university a credit in Methods of Teaching Arithmetic. It appears in the course of the conference that more than half of the time of the course was devoted to a repetition of the elements of arithmetic.

Again, a normal-school graduate presents credentials which show that he has completed successfully twenty-five hours a week through his normal-school course. In most high schools twenty hours are recognized as all that a student can carry with proper amounts of outside preparation, and in colleges fifteen hours a week of recitation is thought of as a high average.

These examples will serve to justify in some measure the statement that colleges cannot accept normal-school credits in every case as representing a high grade of intellectual achievement. Would it not be better then to begin standardizing all advanced courses in American institutions rather than to make the unqualified demand that colleges accept for advanced standing all credits certified by normal schools?

The problem is a grave one because some institutions of university grade have thrown discretion to the wind and have given all normal-school graduates graduate standing. The high degrees in these institutions have been pulled down by this scramble for students. The criticism of writers like the writer

of the Utah editorial has indeed been avoided in such cases, but the true democracy of educational organization has not been advanced.

There are several organizations which have been brought by their discussions of their own problems to a consideration of such matters as these. The Normal School Section of the N. E. A. and the Society of College Teachers of Education ought to be able, as one of the speakers at a recent joint session suggested, to correct the incoordinations which now exist. The Association of Normal School Presidents might properly make the matter a subject of discussion and action.